**Parent Information Bulletin #3**

**Changes to the K – 8 Report Cards in 2016-17**

This bulletin is the third in a series of three information bulletins that will be shared this year.

In **September 2016**, a new Provincial K-8 Report Card will be implemented, which reflects and supports changes in assessment practices as well as the way that learning and achievement are reported. There will be three reporting periods in the school year (November-March-June). There will also be two Parent-Teacher Interview days scheduled to coincide with the November/March report cards.

For the new report cards, teachers will identify on a 4-point scale the level of achievement that best describes the student’s current learning.

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| **4-Point Scale** | **Provincial Academic Achievement Expectations** |
| **4+**  **4**  **Excelling** | **Student learning and work have shown: Strong and/or Excellent Achievement**  4+ Indicates, in addition to excelling, the student demonstrates learning that surpasses grade-level expectations.  The student has a thorough understanding of outcomes addressed to date and consistently applies learning to new situations. Work surpasses the descriptors in the “Meeting” category but is within the expectations specified for the grade. |
| **3+**  **3**  **Meeting** | **Student learning and work have shown: Appropriate and/or Proficient Achievement**  3+ Indicates the student demonstrated consistent proficiency with meeting learning expectations. The student independently applies learning to familiar situations and demonstrates aspects of excelling in some learning expectations.  The student has a solid understanding of the outcomes addressed to date and often applies learning to familiar situations. Students maintaining this level will be prepared for work in the next grade. |
| **2**  **Approaching** | **Student learning and work have shown: A Combination of Appropriate and Below Appropriate Achievement**  The student has some understanding of the outcomes addressed to date and with support, applies learning to familiar situations. Work on identified learning gaps is needed to ensure future success of the student. |
| **1**  **Working Below** | **Student learning and work have shown: Below Appropriate Achievement**  The student has a limited understanding of the outcomes addressed to date and rarely applies learning. Significant improvement in specific areas is needed for the student to be successful in the next grade. |

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Students, parents and schools work together to develop Learning Habits important to success in school and life. On the new report card, Learning Habits will be evaluated separately from Achievement Expectations, emphasizing the critical role they play in developing the competencies required in the 21st century learning and work environments.

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| **Learning Habits in K-8** | |
| **Independence** | \* sets goals and reflects on these goals  \* asks for assistance when needed  \* does not give up easily on challenging tasks |
| **Initiative** | \* has the desire to learn  \* works hard and makes an effort  \* takes risks |
| **Interactions** | \* resolves conflict appropriately  \* works well with others  \* is respectful |
| **Organization** | \* creates and follows a plan  \* manages time well to complete tasks  \* manages personal belongings and learning materials |
| **Responsibility** | \* takes care of belongings and school property  \* completes work on time  \* accepts responsibility for actions and manages own behavior |

**Reporting Scale for Learning Habits**

C – **Consistently** – almost or all of the time

U – **Usually** – more than half the time

S – **Sometimes** – less than half of the time

R – **Rarely** – almost never or never

“*Reporting achievement separately from behaviors means that everyone can know as accurately as possible what a grade means in achievement terms*.” – Ken O’Connor (2000)